

Publications & Tools from ABEL2



Advancing Basic
Education and Literacy
Phase 2

**A USAID project to help countries educate citizens
for democratic participation & economic growth**

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About the ABEL2 project

The U.S. Agency for International Development's Advancing Basic Education and Literacy project works to expand access to and improve the quality of basic education, early childhood education, and non-formal education for out-of-school youth and adults. With experience in over twenty countries in Africa, Asia, Latin America, and the Middle East, ABEL assists governments and USAID Missions in project design, evaluation, policy reform support, pilot projects, and applied research. ABEL also provides managerial and operational support to USAID Missions initiating basic education programs. Finally, ABEL provides both short and long term technical assistance and short term training to build capacity within education ministries and local schools. ABEL concentrates on strengthening the policy reform process, increasing the participation and persistence of girls in basic education, facilitating the use of technology in education, strengthening teacher quality, and developing institutional and management capacity. In addition to these activities, ABEL produces and disseminates information packages, publications, databases, and software that make available current findings in the field of basic education, results of ABEL's research and field studies, and lessons learned from ABEL's activities.

ABEL is sponsored by USAID through the Global Bureau's Center for Human Capacity Development, the Africa Bureau's Office of Sustainable Development, and the Latin America and Caribbean Bureau's Office of Regional Sustainable Development. ABEL is a consortium of organizations with extensive resources and experience in strengthening education systems throughout the world. The consortium provides continuity from previous USAID projects and makes possible the sharing of experience between countries, institutions, and substantive areas. The Academy for Educational Development (AED) heads the ABEL consortium, which also includes:

- Creative Associates International, Inc. (CAII)
- Educational Development Center (EDC)
- Florida State University (FSU)
- Harvard Institute for International Development (HIID)
- Research Triangle Institute (RTI)

For more information, ABEL's Web site is at www.info.usaid.gov/economic_growth/abel2/.

How to order

Material may be ordered from the ABEL project free of charge using the order form on page 23. Please limit orders to five titles. Materials may be also be ordered directly from USAID, using the "docid" numbers provided (publications that have not yet had numbers assigned are shown as n/a). Order from USAID's Clearinghouse through the Internet at www.dec.org, by e-mail at docorder@dec.cdie.org, or by phone at 703-351-4006.

System reform

Education Reform Support

by Luis Crouch, Joseph DeStefano, and F. Henry Healey, AED and RTI, 1997.

Education Reform Support—Volume One: Overview and Bibliography

Soutien à la réforme de l'éducation—Volume un: Vue générale et bibliographie

Apoyo a la reforma de educación—Volumen uno: Sumario general y bibliografía

Docid: English PN-ACA-717; French n/a; Spanish n/a

Volume Two: Foundations of the Approach

Docid: PN-ACA-718

Volume Three: A Framework for Making it Happen

Docid: PN-ACA-719

Volume Four: Tools and Techniques

Docid: PN-ACA-720

Volume Five: Strategy Development and Project Design

Docid: PN-ACA-721

Volume Six: Evaluating Education Reform Support

Docid: PN-ACA-722

Education Reform Support is a six-volume series that creates an operational framework through which advocates of educational reform—particularly in Africa—can counterbalance political interests that can deter reform, build the capacities of diverse actors to participate in the policy process, foster the role of information in policymaking, and create networks and coalitions that support policy dialogue. The approach integrates traditional public policy analysis with policy dialogue, advocacy, awareness, and political salesmanship. The series is designed for development agencies, host country proponents, and individuals interested in helping steer countries toward sustainable reforms in education.

Education Reform Support: A Framework for Scaling Up School Reform

working paper by F. Henry Healey and Joseph DeStefano, AED and RTI, 1997.

Docid: PN-ACC-722

This document recommends actions that could be taken to systematically implement the ERS approach in the United States.

Paths of Change: Education Reforms Under Way in Latin America and the Caribbean

Senderos de cambio: Génesis y ejecución de las reformas educativas en América Latina y el Caribe

edited by Benjamín Álvarez H. and Mónica Ruiz-Casares, AED, 1997, 1998.

Docid: English PN-ACC-888; Spanish PN-ACB-904

As the Latin American and Caribbean regions come under increasing pressure to enter the global economy, education has emerged as a major topic in national and regional

deliberations about development. This book presents case studies of education reform efforts undertaken the 1990s in several countries that have received a great deal of support for education from USAID—the Dominican Republic, El Salvador, Jamaica, and Paraguay. The studies focus on the processes of implementing the reforms. A final analytical chapter identifies common factors important to the successful evolution of education reforms, including the nation's capacity for reform, characteristics of the reform, strategies for implementation, and external pressures.

Evaluation and Educational Reform: Policy Options

Evaluación y reforma educativa: Opciones de política

edited by Benjamín Álvarez H. and Mónica Ruiz-Casares, AED, 1998, 1997.

Docid: English PN-ACD-054; Spanish PN-ACE-374

This book attempts to spur the educational reform efforts underway in Latin America and the Caribbean by looking at the different dimensions of evaluation and at options for framing public and private policy. Rather than simply design a model or present ready-made formulas, the authors' main goal is to strengthen capabilities at the country level to continually reinvent education systems, which help form the foundation of effective governance in an information-oriented society. The book's eleven essays are organized into sections on national systems, lessons of history, teacher evaluation and professionalism, and evaluation of the organization of education.

An International Curricular Perspective on Decentralization: An Introduction to its Problems, Prospects, and Evaluation

working paper by Richard Kraft, AED, 1995.

Docid: PN-ABX-790

Ethiopia is undertaking the daunting task of decentralizing almost all aspects of its school system. This involves not only local control, but the development of newly Latinized written languages, regional and zonal curricular materials, instructional adaptations at all levels, national and regional standards, and new forms of assessment, etc. The paper begins with an introduction to the topics of curriculum and decentralization, followed by review of the experiences of various nations around the world with the process. Specifics on the decentralization of curriculum and instruction from various nations are dealt with, followed by recommendations based on two hundred years of local control experience in the United States. Particular attention is given to the development of national standards, both in the United States and in other countries.

DECIDE About Decentralization

by Thomas Welsh and Noel F. McGinn, HIID, forthcoming.

Docid: n/a

DECIDE is a computer-based simulation game designed to sensitize players to some of the major issues involved in the implementation of decentralization. The game opens with a

crisis situation requiring a decision by the players, who represent central ministry officials. Over the course of a school year, decisions are made that affect the structure and operation of primary and secondary level schools. Players choose among various responses; the program chooses the next situation based on whether the players' choices move the system toward an effective decentralization. The game is designed to be played by teams of four people. About two hours are required to introduce the game, work through all the situations, and conduct a debriefing. A manual is provided for the trainer, and information is available about the use of the game in training programs in a few countries.

Education Automated Statistical System Toolkit (ED*Assist)

by Vivian Toro, Johnson Sikes, and Kurt Moses, AED, 1997.

ED*Assist is a Windows-based software system designed for the collection, processing, and dissemination of education data, and for the planning and management of these activities. ED*Assist provides a baseline of proven standard software and a collection of techniques, illustrative examples, and related tools, the use of which can dramatically shorten the education data collection and reporting cycle from years to months. For more information, see the Ed*Assist Web site at www.aed.org/edassist/.

Education Policy Simulation (EPICS): A Decision-Making Model to Improve Access to Schooling

EPICS (Simulation de politique éducative): Modèle décisionnel stratégique pour amplifier l'accès à la scolarisation dans l'équité

by Claire Brown, Haroona Jatoi, and Christina Rawley, CAII and HIID, revised 1998.

Docid: participant's manual PN-ABI-842; coordinator's manual PN-ABH-839; French n/a

EPICS is a dynamic computer-aided simulation created to explore the complexities of educational policymaking and planning at the national level in a low income country. The simulation provides a realistic environment in which to experience and experiment with fundamental concepts and issues in planning for educational change. The game simulates the way that relationships among factors within the education system can hinder or promote access and retention in basic education. Specific attention is given to countries that are decentralizing and diversifying their education systems. Because the simulation requires some training to use properly, please contact ABEL for information on obtaining this tool.

Improving Capacity for Policy Analysis and Planning in Cambodia's Ministry of Education, Youth and Sports

working paper by Christopher Wheeler, Kay Calavan, and Melinda Taylor, AED, 1997.

Docid: n/a

This report analyzes the current capacity of Cambodia's Ministry of Education, Youth and Sports to conduct policy analysis and planning. It also recommends ways of building the ministry's capacity to strengthen its ability to address educational issues affecting Cambodian children at the primary school level.

Patterns of Public–Private Sector Collaboration in the Promotion of Non-Formal Education and Training: Ghana, Senegal, and Burkina Faso

by Peter Easton, Rosemary B. Closson, and Paul Mavima, FSU, (available in draft).

Docid: n/a

Much of sub-Saharan Africa has retreated from the role of grand provider and has begun delegating many educational services to the private sector. The focus of this study was to identify the types of entities involved in this new form of service provision, especially those involved in the provision of non-formal education (NFE). The authors sought answers to the following questions: What are the current and emerging patterns of collaboration among the different public and private stakeholders involved in NFE in West African countries? Who are the main actors in the promotion and provision of NFE and what role is each playing? With what form of NFE is each category of actor involved? Are the traditional roles of government shared in substantially different ways in the different countries? What lessons can be drawn for NFE from these relationships and implementation arrangements?

The Practical Applications of Koranic Literacy Schooling in West Africa

by Peter Easton and Mark Peach, FSU, (available in draft).

Docid: n/a

This study sought to learn the levels of literacy and numeracy attained by different kinds and cohorts of Koranic students, the numbers and types of people involved relative to the larger population of the localities in question, the vocational or technical skills that may be conveyed at the same time, and the socioeconomic uses to which these new competencies are typically put. This is an issue of live interest in a period of decentralization and privatization when local communities, associations, and businesses are being called upon to assume new responsibilities for which current levels of formal schooling among their members may not have equipped them.

Skill Learning for Economic Success: Strategies of West African Women for Literacy and Numeracy Acquisition and the Role of Women's Voluntary Organizations

by Vandra Maseman, Mwenene Mukweso, and Chris Cappacci, FSU, (available in draft).

Docid: n/a

The focus of this study is skill learning among women in four countries in Sahelian West Africa, particularly within the context of women's voluntary associations (WVAs). Women have a long history of economic activity in West Africa, yet their formal schooling years are often shortened because of economic and cultural constraints. Many of these women work in the informal sectors in urban and semiurban areas in entrepreneurial enterprises. Often, they are members of and assisted by WVAs, which provide credit and much of the needed training for women working in the informal and formal sectors. This study examines women's involvement in WVAs and how WVAs help them acquire needed skills for their employment and for developing their communities.

Widening the Circle: Enlisting the Collaboration of New Partners in African Educational Development

by Peter Easton and Rosemary Closson, FSU, (available in draft).

Docid: n/a

To develop new patterns of collaboration between the educational system in Africa and its numerous partners, we would do well to seek first a better understanding of the collaboration—recognized and unrecognized—already taking place within the sector itself. This paper briefly examines a series of innovative and encouraging types of “partnering” that have been experimented with in the domain of non-formal education over the last few years, including new forms of collaboration with communities, development agencies, and non-formal and formal delivery systems. This paper is based on studies carried out by the ADEA Working Group on Non-Formal Education.

Where Policy Hits the Ground: Policy Implementation Processes in Malawi and Namibia

by Joyce Wolf, Grace Lang, L.L. Bekett Mount, and Diane Prouty, CAII, AIR, and AED

Docid: PN-ACE-374

In recent years, many new policies have been issued as countries in sub-Saharan Africa struggle to transform their societies through educational change. Yet many, or even most, of those policies that took so much effort to produce have never been implemented in a manner resembling what was envisioned. This study focuses on the implementation of particular policies in Namibia and Malawi to allow a close examination of what was intended and what actually occurred. In Namibia, the study examines policies making English the official language for the school system, banning the use of corporal punishment in schools, setting a target ratio for learners to teachers, and strengthening the role of school boards. In Malawi, the study examines policies allowing girls who have become pregnant while in school to return to school after having their babies, regulating repetition in primary school, setting a pupil-teacher target ratio, and strengthening the role of school committees.

Paradigm Lost? Implementing a Basic Education Reform in Africa: Five Case Studies

by Jeanne Moulton, Karen Mundy, Michel Welmond, and James Williams, AED and AIR, 1999.

Docid: n/a

This publication describes the implementation of a major primary education reform effort in five countries (Benin, Ethiopia, Guinea, Malawi, and Uganda). The authors analyze the implementation process in each of these countries according to a common framework that explains the content of the reform, or its technical dimension; the actors who implemented it, or its political dimension; and the context that influenced the actors. A synthesis chapter searches the five cases for patterns and cross-cutting themes. The account is intended primarily for an audience of policymakers and program designers and managers, both in African education ministries and in funding agencies.

Girls' education

How Educating a Girl Changes the Woman She Becomes: An Intergenerational Study in Northern Ghana

by Joyce Wolf and Martina Odonkor, CAII, 1997.

Docid: PN-ACB-730

This document examines the lives of women in a single, extended Dogomba family to determine the effect of education upon girls during their maturation into womanhood. The authors assess life stories of the Dogomba women to establish an accurate portrayal of the setting in which they live and to ascertain whether education led to reduced fertility rates, improved child health, and increased child education. The final section of the report addresses how these changes occur by examining the several hypotheses that were developed to explain the role of education upon social reform.

Beyond Enrollment: A Handbook for Improving Girls' Experiences in Primary Classrooms

Après l'inscription: Comment améliorer l'expérience des filles dans les classes du primaire

by Chloe O'Gara and Nancy Kendall, CAII, 1996.

Docid: English PN-ABY-867; French PN-ACC-724

The handbook provides educators with information on how to modify classroom practices to improve gender equity and promote girls' retention. It also serves as a resource for ideas about common differences between girls' and boys' experiences in primary school classrooms and for ways to improve classroom learning for girls by acknowledging those differences. The handbook includes descriptions of how educators around the world have understood and improved the quality of girls' classroom experiences. The handbook addresses five areas that contribute to girls' classroom performance: curriculum, instruction and guidance, language and speech, management of time and space, and sexuality. The intended outcomes are positive learning experiences, expanded aspirations, increased achievement, and improved quality of life for women.

The Economic and Social Impacts of Girls' Primary Education in Developing Countries

Les impacts économiques et sociaux de l'éducation primaire pour filles dans les pays en voie de développement

by Maria Floro and Joyce Wolf, CAII, 1990.

Docid: English PN-ABJ-598; French PN-ABM-007

There is abundant evidence that girls' education has an effect on family health and infant mortality. This study explores the evidence that exists worldwide of the economic and social impacts of girls' education, particularly at the primary level. The authors consider economic dimensions including the effect of girls' education on women's labor force participation,

employment opportunities, wage earnings, and performance in the informal sector. Also considered are social dimensions, including the urban–rural context, socioeconomic background, and cultural variations.

Educating Girls: Strategies to Increase Access, Persistence, and Achievement
L'éducation des filles: Stratégies pour accroître accès, persistance et résultats
by Karen Tietjen, CAII, 1991.

Docid: English PN-ABK-950; French PN-ABQ-382

This document reviews the interventions—policies, programs, and projects—that have been implemented by governments, donors, and other institutions to increase girls' access, persistence, and achievement at the primary school level. It examines both the formal system of primary education and nontraditional, alternative approaches to reach out-of-school girls. Its goal is to identify the strategies, practices, inputs, and factors that have measurably affected the availability and accessibility of basic education to girls in developing countries.

Education's Impact on Girls: Five Generations of an Indian Family
by Joyce Wolf and Mihira Karra, 1994.

Docid: PN-ABY-992

This report presents results of a research study designed to contribute to understanding the relationship between girls' education and fertility, child health, and child schooling. By investigating the patterns and changes in five generations of an Indian family, the study reveals changes in attitude and practice toward educating girls and the effect of that education on decisions about marriage, health care, and number of children. An understanding what factors affect family decisions about education and enhance its effects allows educators to design and implement programs that can better achieve desired economic, health, and fertility outcomes.

Exploring Incentives: Promising Strategies to Improve Girls' Participation in School

by Cynthia Prather, with Islam Balouch, Carl Monde, Eugenia Monterroso, and Taufiqur Rahman, CAII, 1996.

Docid: PN-ABY-866

This report presents information on how incentive programs have been used to increase girls' enrollment, attendance, and performance in primary school. Case studies examine three types of incentives: scholarships, school feeding programs, and incentive packages. Each case study, which was drafted by field-based practitioners familiar with the programs, includes a brief overview of the incentive, the context in which it was implemented, a description of the program, and a discussion of its effectiveness, sustainability, and replicability. The report also summarizes overall trends and conclusions related to outcomes, context, and features.

Gender, Culture, and Learning

by Eileen Kane, EDC, 1996.

DocId: PN-ABY-898

This document presents an analysis of the differences in how boys and girls learn and the implications of those differences for the design and delivery of classroom instruction. Overall, boys and girls are more alike than different in their cognitive abilities and learning processes, although there are some differences that appear consistently across cultures. The study draws on the literature from anthropology, psychology, and biology to present conclusions and recommendations for educators.

Early Intervention: HIV/AIDS Programs for School-Aged Youth

by Kim Siefert, CAII, 1997.

DocId: PN-ACA-818

This report presents findings from a study aimed at identifying low cost, community-based HIV/AIDS awareness programs that target school-age children, in particular preadolescent and adolescent youth. The study examines the use of resources at the community level to increase awareness of and change behavior among youth. A primary objective of the study is to determine the transferability of nontraditional and community-based programs that use schools as the point of delivery. Two programs were selected for in-depth review: the Morehouse/YWCA Program, a community-based outreach program in Zambia that trains at-risk, out-of-school youth to work as peer outreach workers; and the Teach English Prevent AIDS Program, a school-based program in Cameroon that combines instruction on HIV/AIDS prevention with the teaching of English as a second language. The paper includes a summary of factors contributing to program success, discusses the transferability and sustainability of such programs, and makes general conclusions.

Including Girls in Basic Education: Chronology and Evolution of USAID Approaches

working paper by Christina Rawley, CAII, 1997.

DocId: n/a

This paper chronicles USAID's efforts to help countries provide equal access to basic education for boys and girls. It begins with an examination of the evolution of strategies for promoting girls' education and places them within the broader historical framework of gender issues and women in development. Funding trends and basic education programs for girls are reviewed as a means to highlight USAID's continuing commitment to girls' basic education. The paper presents several subsector strategies, including research, teacher training, staffing and administration, curriculum development, and classroom facilities. The paper concludes with suggestions for future gender-equity programs.

Learning technologies

Writing for Interactive Radio Instruction

Ecrire pour l'enseignement interactif par la radio

by Esta de Fossard, EDC, 1994.

Docid: PN-ABX-285

This book provides guidelines for writing interactive scripts, with an emphasis on writing for radio. The lessons emphasize the importance of setting lessons within situations and stories that echo real life; providing opportunities for listeners to engage in both creative and critical thinking and to use real and believable characters; and to present multiple realities that allow for varying responses. The book and the sample scripts it contains demonstrate a variety of approaches that can work successfully.

Interactive Radio Instruction: What it Is, How it Works, and What is Needed to Get it On the Air

Educación por radio interactiva: ¿Qué es? ¿Cómo funciona? y ¿Qué se necesita para mantenerla en el aire?

L'enseignement interactif par la radio: Ce qu'elle est, comment elle fonctionne, et ce qu'il faut pour la mettre en ondes

by Esta de Fossard, Joao Batista Ferreira-Pinto, Carleton Corrales, and Andrea Bosch, EDC, 1993.

Docid: English PN-ABX-256; Spanish PN-ABX-257; French n/a

Interactive radio instruction (IRI) is an educational methodology that actively engages learners through carefully designed audio programs on radio or cassette. This manual guides readers through the many decisions involved in using IRI, from deciding whether it is the right tool for a particular locale, to actually designing and producing educational programs.

Interactive Radio Instruction: Impact, Sustainability, and Future Directions

by Alden Dock and John Helwig, EDC and The World Bank, 1999.

Docid: n/a

This study will help readers appreciate the accessibility and effectiveness of radio as a tool for active learning inside and outside of the classroom. By synthesizing the knowledge and experience accumulated from twenty-five years of the use of radio for instruction in some twenty developing countries, the authors hope to encourage governments and aid agencies worldwide to reexamine radio's potential and the particular methods that make it function so effectively as an instructional tool. For despite its successes, IRI has clearly not received the attention it deserves. While IRI is in no sense a panacea for all the problems facing education, it has certainly proven to be an effective tool to improve educational quality in the classroom at affordable costs, particularly when the goal is to reach learners in remote areas. This study provides a balanced account of the successes and failures that mark the international experience with IRI. Avoiding easy generalizations, it situates the unfolding of

events in the richness of local context. The authors remind us of the need for a long range vision toward matters of implementation, ownership, and institutionalization during the length and breadth of complex processes of educational reform and innovation.

Making Interactive Radio Instruction Even Better for Girls: The Data, the Potential and the Scripts

Rendre l'enseignement par la radio interactive encore meilleur pour les filles: Les données, les scripts et le potential

by Andrea Bosch and Lisa Hartenberger, EDC, 1996.

DocId: English PN-ABY-899; French n/a

This monograph analyzes achievement data from interactive radio instruction (IRI) programs around the world and offers evidence of the positive effect of IRI on student achievement. The first section discusses the potential of IRI as a tool for improving learning and examines data from several countries to see whether girls are learning more through IRI compared to girls not receiving IRI and how girls are doing relative to boys. The next section is a practical guide for IRI script writers and other creators of educational materials. It examines common gender biases in existing scripts and proposes several options for making scripts more gender neutral and more beneficial for girls' learning.

LearnTech Case Study Series

EDC, 1994; when noted, available in Spanish

The LearnTech Case Study Series promotes the use of learning technologies to improve educational quality, pupil access, and teaching skills. Case studies focus on the effectiveness of utilizing interactive radio instruction and other learning technologies in basic education, teacher training, and out-of-school learning for children, youth, and adults.

Interactive Radio Instruction: Broadening the Definition

DocId: PN-ABR-590

Institutionalizing Radio Science in Papua New Guinea: A Response to Teacher Demand for Interactive Radio Instruction

DocId: PN-ABW-944

Computer-Assisted Instruction in Grenada: High-Tech Success and Sustainability Against the Odds

DocId: PN-ABW-945

Active Learning, Early Child Development and Interactive Radio Instruction: Supporting Caregivers, Parents, and Young Children

DocId: English PN-ABW-946; Spanish PN-ABW-947

Econauts: Mission Nature Radio Drama for Environmental Education in Costa Rica

DocId: English PN-ABW-948; Spanish PN-ABW-949

Ministry, Union, the Church, and Teachers: Bolivia's Partners in Innovation

DocId: English PN-ABW-950; Spanish PN-ABW-051

The Economics of Interactive Instruction: The Case of South Africa

Docid: PN-ABW-952

Changing Times in South Africa: Remodeling Interactive Learning

Docid: PN-ABW-953

Adult Basic Education in Honduras: Managing Multiple Channels

Docid: PN-ABZ-498

Classroom-level improvements

Teacher Development: Making an Impact

by Helen Craig, Richard J. Kraft, and Joy du Plessis, AED and The World Bank, 1998.

Docid: PN-ACE-122

Teacher development should be thought of as an ongoing participatory process tied to the learning needs of children. Teacher development can make a difference to student achievement, but it depends on the type of education program and support that is put in place. Many key factors can contribute to improving a teacher's performance and hence student achievement. This paper reviews these factors, presents case studies of teacher education programs that have been effective, and makes specific recommendations for improving the quality of teaching.

Bringing Together Health and Education for School-Aged Children

by Kera Carpenter, HIID, 1998.

Docid: PN-ACD-103

Traditionally, provision of child health services has been the responsibility of the health ministry, while education has been the domain of the education ministry. However, as more children survive early childhood and enter primary school, the school has become a logical point of entry to address their health and nutrition needs. This paper examines factors critical to the successful collaboration of health and education ministries toward the goal of child health, as well as organizational and institutional barriers to collaboration and ways these might be overcome. A brief inventory of more than twenty current interagency school-based health service programs in selected developing countries and a bibliography are included.

Exam Fervor and Fever: Case Studies of the Influence of Primary Leaving Examinations on Uganda Classrooms, Teachers, and Pupils

working paper by Conrad Snyder, AED, 1997.

Docid: PN-ACA-769

This study tests the proposition that teachers change their instructional practices in desired ways in response to changes on "high-stakes" national examinations. Data on classroom practices, teacher attitudes, and student performance in Uganda were collected before and

after major changes were introduced to the national examination given at the end of standard 7. An analysis of the data assesses the extent to which teachers changed classroom practices in response to changes in the national examination.

Children's Health and Nutrition as Educational Issues: A Case Study of the Ghana Partnership for Child Development's Intervention Research in the Volta Region of Ghana

by James Williams and Mary Catherine Leherr, AED, 1998.

Docid: PN-ACD-822

A number of conditions amenable to treatment are known to affect the educability of children. The question is whether such treatment is feasible on a large scale using the organizational infrastructure of developing country school systems. This research seeks to understand these issues from an educational policy perspective: if health and nutrition interventions measurably improve the quality and the efficiency of schooling, a case could be made on educational grounds for investment in the health and nutrition of school children. Health and nutrition could then be seen as the joint responsibility of education and health ministries and as a necessary input to the educational process. This research thus measured educational outcomes and their interaction with health and nutritional conditions.

Partnership for Change: Using Computers to Improve Instruction in Jamaica's Schools

by Errol Miller, AED, 1996.

Docid: PN-ACA-862

The introduction of computers into the Jamaican education system in the early 1990s has been one of the most revolutionary steps taken by that organization in years. This case study examines education reform in Jamaica in the primary and secondary levels, particularly in the context of the policy of partnership in education. Instead of focusing primarily on the outcomes of reform, the research probes the dynamics of the relationships between the private sector, the community, and the school, as well as the processes that propel reform.

Can High Stakes National Testing Improve Instruction? Reexamining Conventional Wisdom

working paper by David W. Chapman and Conrad Wesley Snyder, Jr., AED, (forthcoming).

Docid: n/a

Testing to Learn...Learning to Test

by Joanne Capper, AED, 1996.

Docid: PN-ABZ-336; Exec. summary in Arabic PN-ABX-625, English PN-ABS-465, and French n/a

This book analyzes the role of examinations and assessments in relation to teaching and learning in developing countries. Addressed to education policymakers and planners, the book highlights dramatic changes occurring worldwide in the design and use of testing

systems, and it discusses the complex interaction between testing and teaching. Based on international research and classroom experience, the book provides concrete examples of ways to measure student learning. The author offers techniques and guidelines for the involvement of parents, teachers, and students in the use of tests to improve educational systems.

A Child/Learning-Centered Vision of Education: Implications for Education Reform

Visión de la educación centrada en el aprendizaje y el niño: Implicaciones para una reforma educativa

by F. Henry Healey, RTI, (forthcoming).

DocId: n/a

Community participation

Toward School and Community Collaboration in Social Forestry: Lessons from the Thai Experience

by Maureen H. McDonough and Christopher W. Wheeler, Michigan State University, 1998.

DocId: PN-ACE-123

This publication examines school efforts to use communities as laboratories for learning in Northern Thailand, provides insights into how schools can contribute to community efforts to develop sustainable solutions to local problems, and raises a number of important issues and questions for policymakers and practitioners alike.

Planning for Community Participation in Education

Planifier en vue de la participation communautaire à l'éducation

by Joyce Wolf, Eileen Kane, and Brad Strickland, AED and CAII, 1997.

DocId: English PN-ACA-364; French n/a

A manual and computer diskette present information in an interlinked fashion to assist policy and program planners to make informed decisions about community participation in education. The manual and software help users analyze the experience of actual programs in developing countries along three interlinked dimensions of goals, strategies, and context.

Involving Communities: Participation in the Delivery of Education Programs

by Andrea Rugh and Heather Bossert, CAII, 1998.

DocId: English PN-ACC-721

This paper assesses the effectiveness of community participation in education delivery. It reviews case documents to develop an understanding of ongoing and previously implemented

efforts; examines the circumstances that made the incorporation of community participation appear to be an appropriate strategy and evaluates the strategies' effects in terms of conventional indicators; considers whether involving communities leads to valued ends; and draws implications about the effectiveness of strategies to incorporate community participation and suggests ways to utilize these strategies in future initiatives.

Alternative primary school systems

Comunidades educativas donde termina el asfalto: Escuelas Fe y Alegría en América Latina

by John Swope and Marcela Latorre, CIDE and PREAL, 1998.

Docid: n/a

Fe y Alegría (Faith and Joy) is an educational movement founded by the Jesuits in 1954. It offers a range of services to underserved populations in twelve Latin American countries, and its basic education system of over five hundred schools has long been acknowledged to offer schooling that is more efficient and costs the state less per student than does the public system. This study examines how Fe y Alegría achieves these efficiencies through its fundamental principles of administrative decentralization, school autonomy, parent and community participation, and strong emphasis on pupil retention. As an alternative system rather than a random set of innovations, Fe y Alegría offers many useful lessons to countries undertaking serious and comprehensive education reforms.

Fe y Alegría in-country survey results reports

These six in-country survey results reports were produced as part of the larger study that led to the publication of *Comunidades educativas donde termina el asfalto: Escuelas Fe y Alegría en América Latina* (see above).

Edited by Alejandra Morales and Patricia Romero, CIDE, 1998.

Escuelas Fe y Alegría en América Latina: Bolivia

Docid: n/a

Escuelas Fe y Alegría en América Latina: Colombia

Docid: n/a

Escuelas Fe y Alegría en América Latina: Ecuador

Docid: n/a

Escuelas Fe y Alegría en América Latina: Guatemala

Docid: n/a

Escuelas Fe y Alegría en América Latina: Peru

Docid: n/a

Escuelas Fe y Alegría en América Latina: Venezuela

Docid: n/a

Lessons from the BRAC Non-Formal Primary Education Program

by Anne T. Sweetser, AED, 1999.

DocId: PN-ACE-308

This study focuses on understanding the perspectives of the beneficiaries of BRAC's Non-Formal Primary Education program, including students, parents and community members, teachers, program staff, and some who work in public education. By employing participatory research methods, the research team gave those directly involved in the program the opportunity to share their perspectives as well as to answer questions that arose from the team's review of written materials and interviews in BRAC's Dhaka headquarters. By coming to an understanding of the relationships between the Non-Formal Primary Education activity and those affected by it, the research team gained an appreciation of the sociocultural factors that affect the sustainability of the effort and of the overall contribution BRAC, as an NGO, makes toward the building of social capital in Bangladesh.

Primary Education for All: Learning from the BRAC Experience—A Case Study

by Colette Chabbott, Manzoor Ahmed, Rohini Pande, and Arun Joshi, AED, CAII, Unicef, Rockefeller Foundation, 1993.

DocId: Case study PN-ABR-068; Exec. summary PN-ABQ-880

This study presents the findings of a multidonor, multidisciplinary investigation of the Bangladesh Rural Advancement Committee's (BRAC) Non-Formal Primary Education Program. BRAC provides primary education to the most disadvantaged communities of Bangladesh and has proven successful in expanding access to those historically neglected by the formal primary education system: children—especially girls—from poor, rural, landless and near-landless families. The study begins with a description of BRAC and the economic, educational, and social context in which this NGO began the non-formal primary education program. The study provides detailed descriptions of BRAC's program elements, lists issues to consider for program improvement and expansion, and analyzes the implications of the program relevant to the global Education for All community.

Adult literacy

An Analysis of the Impact of Literacy on Women's Empowerment in Nepal

by Shirley A. Burchfield, HIID, 1997.

DocId: PN-ACA-770

This monograph presents findings from a study of the effect on women's empowerment of two types of non-formal education (NFE) programs—basic literacy (six-month courses) and post-literacy (six-month plus three-month courses). Responses of women who had attended either type of literacy program were compared to those of illiterate women in control villages who had not attended a NFE literacy course or primary school. Indicators of respondents'

retention, use of literacy skills, and indicators of empowerment were examined. Also examined was the cost-efficiency of six-month versus three-month post-literacy courses. The survey was conducted approximately one year after the women had completed the courses to ascertain the degree to which the courses had lasting effects on women who completed them.

Adult Literacy Programs: Design, Implementation, and Evaluation

by John Comings, Cristine Smith, and Chij Shrestha, World Education, 1995.

DocId: PN-ABX-789

This study identifies the elements and processes needed to carry out a successful adult literacy program. The report reviews the merits of adult literacy, summarizes the history of literacy programs, and provides guidance on the design of literacy programs. The guidelines could also be used as a framework for evaluating programs. The study addresses issues such as cost and financing, evaluation, management information systems, and research and development. These issues are illustrated through a case study of programs in Nepal.

Adult Education in Asia and the Pacific: Policies, Issues, and Trends

working paper by Lorecia (Kaifa) Roland, AED, 1997.

DocId: PN-ACA-768

One of the most profound problems facing governments throughout the Asia-Pacific region is how to respond to the educational needs of almost one billion adults who missed the opportunity to attend school or dropped out early. This report surveys the range of approaches that governments in the Asia-Pacific region have developed for providing basic adult education, including program development, audiences, outreach, funding, and constraints. The report found several positive trends in adult education in the Asia-Pacific region. First, countries have made notable progress in extending basic literacy to previously underserved adult populations. Second, countries are demonstrating new sophistication in addressing vocational and other life needs of learners within basic literacy training. Third, countries are increasingly recognizing the need to provide continuing education opportunities that reinforce and ensure the retention of basic literacy. Finally, countries are making increasing use of technology in delivering adult education.

Literacy's Rainbow: The Ecuador NFE Project, Twenty-Five Years Later El arco iris de la alfabetización: El proyecto de ENF del Ecuador, venticinco años después

by Enrique Tasiguan, AED, 1999.

DocId: English n/a; Spanish n/a

This paper examines what has occurred in Ecuador in the years since USAID's Non-Formal Education Project of Ecuador ended in 1976, and whether the project had any lasting effects. The paper asks how rural Ecuadorians now create, promote, assess, and lead the development of education and how they struggle to make the education system more democratic. The report focuses on the education of the communities themselves, with the external support of

agents and resources. The paper concludes that the project indeed has had long lasting effects: official government education programs (educational materials and radio programming) continue to reflect ideas inculcated by the project; community leadership and the development of civil society has been enhanced; and other organizations have effectively applied the techniques of NFE.

Anthologies of experience

ABEL 2 Clearinghouse Information Packages

The ABEL 2 Information Packages contain collections of materials from worldwide literature that report project experience, research, and strategies for education improvement. The packages provide a range of perspectives on important educational issues in the areas of:

Early Childhood Education

Educating Girls and Women

Educational Quality

Grade Repetition/Automatic Promotion

Improving the Quality of Teachers

Interactive Radio Instruction

Inter-Sectoral Impact of Education

Mobilizing Community Support for Education

Policy Reform

USAID Human Capacity Development for the 21st Century: Reaping the Results of Investment and Experience—Workshop Proceedings

AED, 1997.

DocId: PN-ACC-723

This document provides a summary of the USAID Human Capacity Development Conference held in July 1997 in Washington, DC. The proceedings summarize the dialogue that occurred on prevailing issues in educational development, highlight key ideas raised from participants, and present lessons learned from those active within this community. Themes include educational reform, higher education and partnership, basic education, training and workforce development, information technology, girls' education, and programming for gender and ethnic equity in education.

EHRTS advocacy series and working papers

Advocacy Series

The Education and Human Resources Division of USAID's Bureau for Latin America and the Caribbean (LAC/RSD/EHR) initiated a series of advocacy papers to argue for and

stimulate debate about the vital role of education in the process of economic development. Through the series, USAID hoped to reach leaders and policy makers in key sectors of development in the nations of Latin America and the Caribbean.

1. Educational Crisis in Latin America

1. La crisis de la educación en América Latina

Jorge Sanguinetti, 1992.

2. Can Schools Teach Democratic Values?

2. El Papel de la escuela en la enseñanza de valores democráticos

Eleonora Villegas-Reimers, 1993.

3. Policy Dialogue and Reform in the Education Sector

3. Spanish, Proyecto sobre reformas políticas educativas

3. Concertations sur les politiques de la réforme du secteur éducatif

Luis Crouch, Emiliana Vegas, and Ronald Johnson, 1993.

4. Education and the Consolidation of Democracy in Latin America

4. Spanish, Innovaciones educativas y desarrollo democrático en América Latina

Fernando Reimers, 1993.

5. Creating a High-Quality Work Force

Gary Russell, 1993.

6. Education for Democracy: The Role of Schools

6. Educación para la democracia: El papel de las escuelas

6. L'enseignement pour la démocratie: Le rôle des écoles

Eleonora Villegas-Reimers, 1994.

Working Papers Series

The Education and Human Resources Division of USAID's Bureau for Latin America and the Caribbean (LAC/RSD/EHR) initiated a series of working papers to facilitate information exchange related to education policies and practices. The papers were released on an occasional basis and distributed to USAID missions in the LAC region, USAID/Washington offices, donor organizations, education consultants, and the public.

1. Towards a Policy for Early Childhood Education in Latin America and the Caribbean

Fernando Reimers, 1992.

2. Effective Multigrade Schools: A Review of Literature

Katherine Hayes, 1993.

3. Civic Education in the School Systems of Latin America and the Caribbean

3. La Educación cívica en el currículo en América Latina y el Caribe

Eleonora Villegas-Reimers, 1994.

4. Environmental Education in the School Systems of Latin America and the Caribbean

4. La educación ambiental en el currículo en América Latina y el Caribe

Adalgisa Arias-La Forgia, 1994.

5. Education Goals in the Latin American and the Caribbean Region

Lorecia Roland, 1995.

6. Self Replicating People's Private Schools: A Concept Paper for a Pilot Project

Luis A. Crouch and Stephen M. Dunn, 1995.

7. Encouraging the Growth of Educational Opportunity: The Concept, Mechanics, and Benefits of an Education Finance Investment Fund

7. Estimulación del crecimiento de la oportunidad educacional: El concepto, funcionamiento y beneficios de un fondo de inversión para el financiamiento de la educación

Stephen M. Dunn and Luis A. Crouch, 1995

8. Promoting Educational Excellence via Education Achievement Bonds: An Introductory Concept Paper

8. Bonos de logro educacional: Una propuesta conceptual introductoria

Stephen M. Dunn and Luis A. Crouch, 1995.

9. Lessons Learned in Policy Dialogue

Holly Landauer, 1995

10. Program Overview: Education and Human Resources Development, Latin America and the Caribbean

EHRTS project staff, 1995.

11. Conference Report on Revitalization of Education in the Americas, December 4-6

11. Informe de la conferencia sobre la revitalización de la educación en las Américas, Diciembre 4-6, 1995

Benjamín Álvarez, ed., 1995.

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